DOCUMENT RESUME

ED 098 047 SE 017 820

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TITLE A Place to Be, Filmstrip Manual. The Environment and Society. Adult Basic Education.
INSTITUTION New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE 74
NOTE 22p.; For a related document, see ED 092 675

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Adult Basic Education; Audiovisual Aids; City Planning; *Environmental Education; *Filmstrips; *Guides; Manuals; Resource Materials; *Urban Environment

ABSTRACT

This manual contains the script and description of the action of a filmstrip which supplements a unit on people and cities. Suggestions are made for using the filmstrip to its greatest advantage. Questions for class discussion and related activities are included. (Author/LS)

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SOCIETY A Place To Be

FILMSTRIP MANUAL

ADULT BASIC EDUCATION

CE 017 820

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FILMSTRIP MANUAL

to

Accompany

the

Filmstrip:

A PLACE TO BE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224
1974

FOREWORD

This filmstrip manual is provided as a guide to the filmstrip, *A Place To Be*. It is intended to suggest ways to use the filmstrip to greatest advantage. Some questions for class discussion and related activities are included, as well as the complete script and description of the action of the filmstrip.

The filmstrip and manual constitutes the audio-visual component which is designed to supplement the teacher's manual, *People and Cities*. Together, these materials introduce a new segment of the social living skills series dealing with the subject area of environment and society.

The Bureau of Continuing Education Curriculum Development expresses appreciation to Oscar A. Kaufman who developed the script and was responsible for the technical production of the filmstrip. The Bureau further acknowledges Neil W. Carr, supervisor, and Harvey Johnson and Robert Gallagher, associates in the Unit on Basic Continuing Education, who reviewed the filmstrip during its development.

The project was coordinated and the manuscript prepared for publication by Barry W. Jamason, associate, Bureau of Continuing Education Curriculum Development.

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MESSAGE TO THE INSTRUCTOR

People have migrated to the cities in vast numbers during the past century, to the extent that more than 70 percent of the American people reside in cities. Twentieth century technology, the most significant feature of the continuing industrial revolution, economic opportunity, and a variety of other factors which are developed in the filmstrip and in the teacher's manual, *People and Cities*, have caused this phenomenon.

Obviously, social upheaval of such magnitude has had a major effect upon the environment so traversed, and the people themselves. This filmstrip attempts to isolate some of these causes and effects to permit closer study. As such, it supplements the more detailed examination of cities, city people, and the impact of each upon the other which is the objective of *People and Cities*.

This filmstrip manual provides the teacher with suggested ways to use the filmstrip to greatest advantage, offers possible questions for class discussion, and provides activities for additional learning experiences. The filmstrip may be used in a variety of ways, such as the following:

- As motivation for a lesson
- As focus for a point during a lesson
- As a summary of a lesson
- As reinforcement for important points of a lesson
- As a stimulus to involve the class in a lesson

The packets for adult basic education are designed, in terms of the recommendations of the advisory committees and writing consultants, to present a variety of types of materials with the hope of attracting the interest and concern of the adult student in the five areas of the social living skills: consumer education, health and nutrition, practical government, parent education and family life, and now, environment and society.

NEIL W. CARR, Supervisor
Unit on Basic Continuing Education

WARREN C. SHAVER, Director
Division of Continuing Education

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USING THE FILMSTRIP

A major advantage of a filmstrip is its flexibility. It may be shown in part or in whole, with varying speeds, or in conjunction with other teaching media. While no particular amount of time is recommended for using a filmstrip, it is suggested that a variety of learning activities be used and that the instructor not devote an entire class session to a filmstrip.

The filmstrip also serves to motivate students, since they are quick to respond to familiar scenes and attractive pictures in color. When working with adults, it is important to realize that each one has already had a great deal of living experience. Therefore, much can be learned from each other. It is with the idea of getting people totally involved and bringing out the maximum contribution that each can make that these suggestions are made. A filmstrip evokes interesting questions which bring about a high level of class involvement.

The following material may be used by the instructor as he prepares an overall plan for the use of a filmstrip. The ideas presented here should allow for comprehensive coverage of content and efficient use of class time. The steps to consider when planning the use of a filmstrip are:

- Plan the Presentation (Organization and Methods)
- Prepare Equipment and Materials
- Orient the Class (Background Material)
- Present the Lesson
- Summarize Concepts and Understandings
- Evaluate Knowledge Acquired
- Followup with Additional Opportunities To Learn

1. Plan the Presentation (Organization and Methods)

   Always preview a filmstrip to familiarize yourself with its content. While previewing the filmstrip, prepare comments which might answer such questions as:
   - What is the filmstrip illustrating?
   - Why is the material presented important?
   - What are the important terms and understandings used in the filmstrip?
   - What are some appropriate topics which could be used to stimulate class discussions?

2. Prepare the Equipment and Materials

   Before the class begins, practice inserting the filmstrip, framing and focusing several times so that you feel comfortable using the equipment. Each frame should be flipped sharply to avoid the distraction of rolling. Have a screen ready. Although the wall may be used, a beaded screen is much more desirable. The larger the room and the larger the group of viewers, the larger the picture needed. Be sure there is a table for the projector, an electrical outlet, and an extension cord (the cord with the projector is usually short), and a spare projector lamp. If the class is not held at night, be sure the room can be darkened. Check to see if the lights can be turned off without cutting off power to the projector. Note: After the class period is over, rewind the filmstrip with the "END" inside the roll.

3. Orient the Class (Background Material)

   Introduce the filmstrip with some remarks about what the class will see. Discuss the more important terms used in the filmstrip, and point out the main theme(s) to be presented.

4. Present the Lesson

   Set the projector up, insert the filmstrip, and focus the first frame you plan to use. The filmstrip may be used wholly or in part, insofar as it is appropriate to the plans for the lesson. It may also be stopped at any frame for discussion or questions and then continued or turned back. Present your comments and encourage discussion and questions for the students.

5. Summarize Concepts and Understandings

   Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for the students to raise other questions which may lead to a more complete understanding. Encourage students to take notes for future review.

6. Evaluate Knowledge Acquired

   Prepare a list of questions which might assist students to evaluate how well they have learned the important points of a lesson. One approach might be for the teacher to present the questions, pause for a few moments to allow the students to form their answers, and then give the answer. The class might be asked to write the answer (if the level of writing ability is high enough). Interest could be encouraged by asking the students to keep track of their number of correct answers.

7. Followup with Additional Opportunities To Learn

   Introduce a few new topics for discussion which will motivate the students to project their understandings.

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TEXT OF THE SCRIPT

Sound

Frame

(1) *Focus frame.* (Focus projector, then advance to next frame.)

(2) *Dark frame.* (Leave projector as is, in running mode, with light on. Because slide is opaque, screen will appear dark. Start audic tape. The first sound that you will hear, making the start of the presentation, will be an audible advance signal in the sound of a beep. At this sound, advance the picture to the next frame. Hold until the next signal is heard superimposed on the sound track. Repeat advance at every successive signal.)

(3) *Narrator.* For hundreds of years, people have been calling attention to the problems of the inner city life. In spite of this, until recently, cities grew at a great rate. They grew because manufacturers and merchants found it to their advantage to locate their businesses there.

(4) And so, year after year, the rural poor came to the cities looking for work.

(5) There were jobs for skilled workers of all kinds, but people were needed with some training and experience. As always, the unskilled lost out and had to take whatever they could get.

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(6) If they found work at all, it was usually the worst kind of labor for wages that barely kept them alive.

(7) Under these conditions, it was hard for the poor to keep from becoming demoralized and irresponsible. Drunkeness was common among them as they sought escape from the misery of their lives.

(8) The youth of the poor growing up in the streets had little to learn but gambling and petty crime...

(9) ...and serious crime in the streets was equally common. Few ventured out of their houses or immediate neighborhoods at night for fear of attack.

(10) In short, many of the same symptoms and some of the same causes of the problems of the inner cities today have existed for many years...

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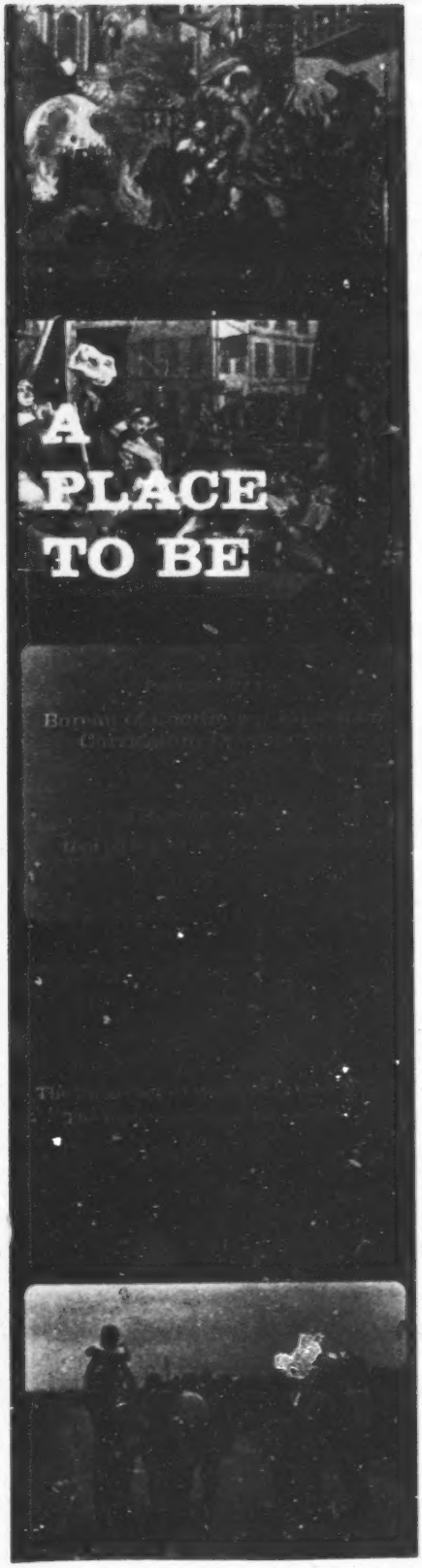
(11) Does that mean that there aren't any solutions? It will help to examine the differences in today's situation before trying to answer that question.

(12) *(First title)*
(Music continues through titles. Advance titles at signal tones during music.)

(13) *(Second title)*

(14) *(Third title)*

(15) The roots of the people of the inner cities lie mainly in the back-country farms of the Piedmont... and the Tidewater... and the Delta. Many a city man or woman can still vividly recall the dusty roads of his or her childhood...



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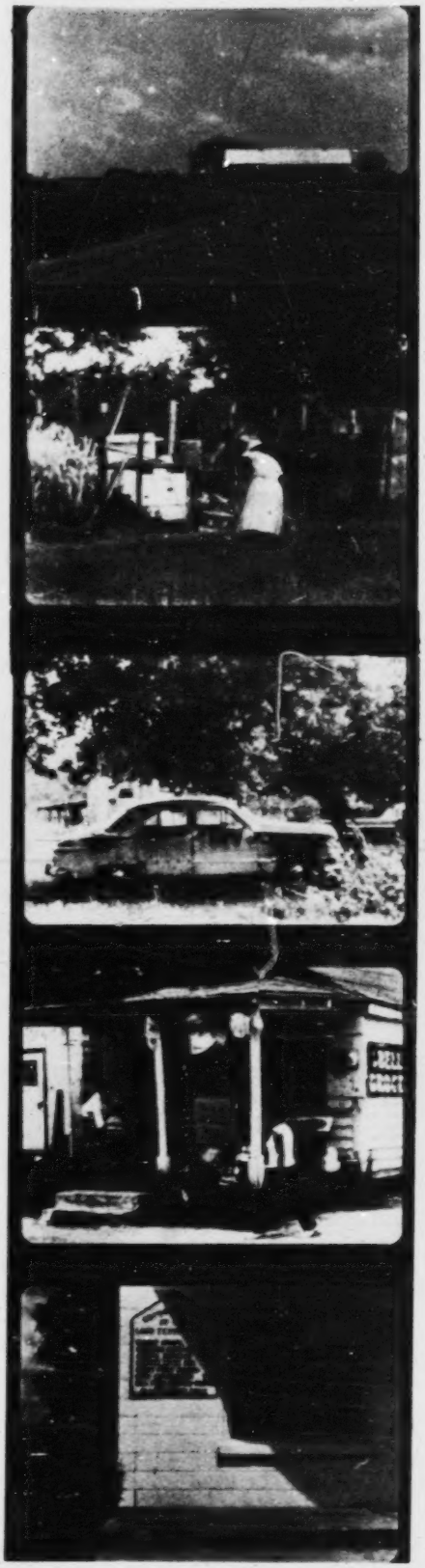
(16) ...and most of all, the feeling of space... sometimes too much space... too far to walk to school... to the store... to a neighbor or a friend's house.

(17) But, if there was isolation, there was also privacy. People could live as they pleased without rubbing against each other. An unused appliance or piece of furniture could be set out in the yard and left there without bothering anyone else in the community...

(18) ...or a car that no longer ran... it too could be rolled under a tree to sit, maybe to be fixed some day, or to rust away into scrap.

(19) Life was lived on a small scale, homely and unpretentious. Usefulness was the most important quality a thing or a place could have.

(20) This went for places of worship too. That's not to say that people might not have wanted to raise a bigger temple to the Lord, but there wasn't the money either. That was the other big fact of life.



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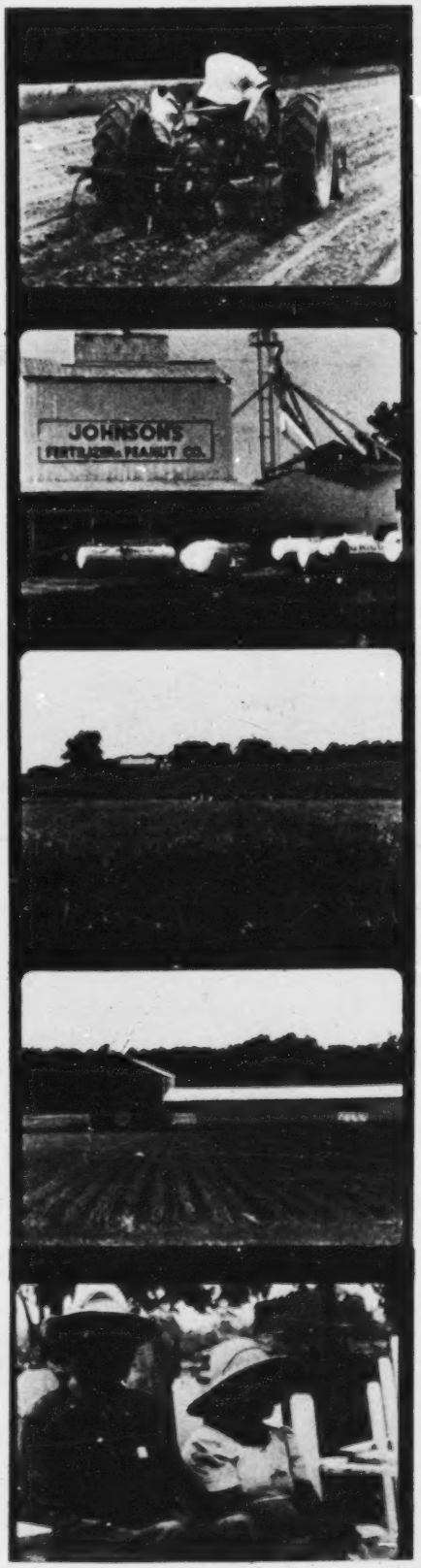
(21) When the machines came, they proved to be more than a match for the families bringing in crops by the strength of their backs. One man on a tractor could out-plow ten men with mules... and it no longer took human hands to pick cotton or corn.

(22) Strange-looking tanks of chemical fertilizers and insecticides became commonplace as they multiplied by the thousands across the land...

(23) ...and, except for brief appearances of work parties performing special jobs, the fields became empty of people...

(24) ...lying bare and blank as though the generations of those who tended them had never existed.

(25) A scattering of folks too old to think of moving have stayed behind, the only remaining links between the past and the present.



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(26) Sometimes a grandchild is left in their care while the search goes on for a new place to live, to earn a living, and to establish a home.

(27) There's enough strength and skill left to plant a small cash crop on which to survive. But for the most part...

(28) ...the old homes lie abandoned... rusting and peeling in the sun.

(29) What kind of life lies ahead for those who've come to the city to live and work? Most first impressions are discouraging.

(30) For one thing — the habits of the country don't work in the city. Here abandoned cars are offensive to others because they take over and deface living space meant to be shared by all.

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(31) Trash and garbage disposal is more than an individual householder's problem, to be disposed of out of sight, because there just isn't any place out of sight.

(32) The widespread defacing of walls and surfaces of all kinds is a problem peculiar to the cities and puzzling to the newcomer. How can youngsters go to so much trouble and expense, and to what purpose?

(33) Is it to show contempt for their surroundings? Is it to express a wish to be noticed?

(34) The newcomer also realizes, very quickly, that city people just don't see offensive things any more. They've learned to cope with overcrowding and ugliness by closing their eyes to their environment.

(35) Withdrawal isn't the answer, because when people lose sensitivity, they also lose the will to improve things related to their community.

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(36) Another result of the inward-turned sense of privacy of city dwellers is the sharp contrast often found between their homes and their surroundings. ...A little dismayed by the outward appearance of a relative's house, with whom they plan to stay for a while, the newcomers enter, nevertheless.

(37) She greets them warmly and makes them welcome.

(38) They're pleasantly surprised to find that her apartment is newly remodeled, clean, and attractive. Over coffee, they discuss many of their first impressions of the city.

(39) Looking out of the window, she realizes that years of living in the neighborhood have blinded her to its appearance...

(40) ...but it has been that way for more years than she can remember, and not much can be done about it... at least, not by her.

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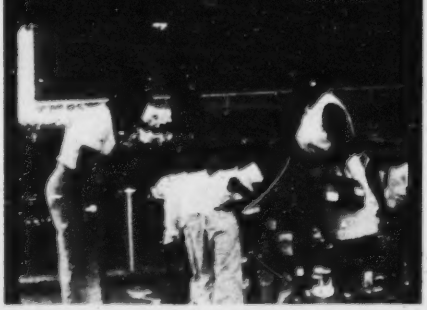
(41) Discouraged by what they've seen, the young couple unpacks with the feeling that they may soon be leaving to return to the problems that they had so hopefully left behind them.

(42) But, the following morning, fixing breakfast in the cheery kitchen, the world seems a little brighter again.

(43) The first of the housing developments that they visit lifts their spirits even higher, as they take in its broad play areas and green gardens.

(44) Quite unexpectedly, they come upon a group of pre-schoolers moving into the sunshine from their quarters in one of the houses.

(45) She's happy to learn that nursery care is now considered a necessary part of every new housing plan.



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(46) Lunching in a pleasant little restaurant in a nearby neighborhood, they notice other alternatives to the not-always-available new buildings...

(47) ...older buildings, being renovated on a community, as well as an individual plan, with as much care given to outside, street appearance, as to inside livability.

(48) There are, they discover, many possibilities... many blocks that are, or could be, agreeable places in which to live.

(49) They begin to realize that the city is a huge, complex structure, made up of many things, many different people, not to be judged too easily nor too quickly.

(50) They begin to feel the pulse of the city as a place of new ideas... of special cultural identity. They feel a part of something new... something that they want to know more about.

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(51) Not all city youth is unmotivated and undirected...

(52) ...given the opportunity to take part in programs that interest them, and which provide outlets for their self expression. They participate in great and enthusiastic numbers...

(53) Church and other social groups outside of city government, also see a greater role for themselves in providing for their community's good.

(54) And even the poorest neighborhoods are responding to the rising level of environmental awareness... starting the job of "seeing" again...

(55) ...of realizing the problems, as well as the advantages, of every kind of living space... from giant new housing projects...

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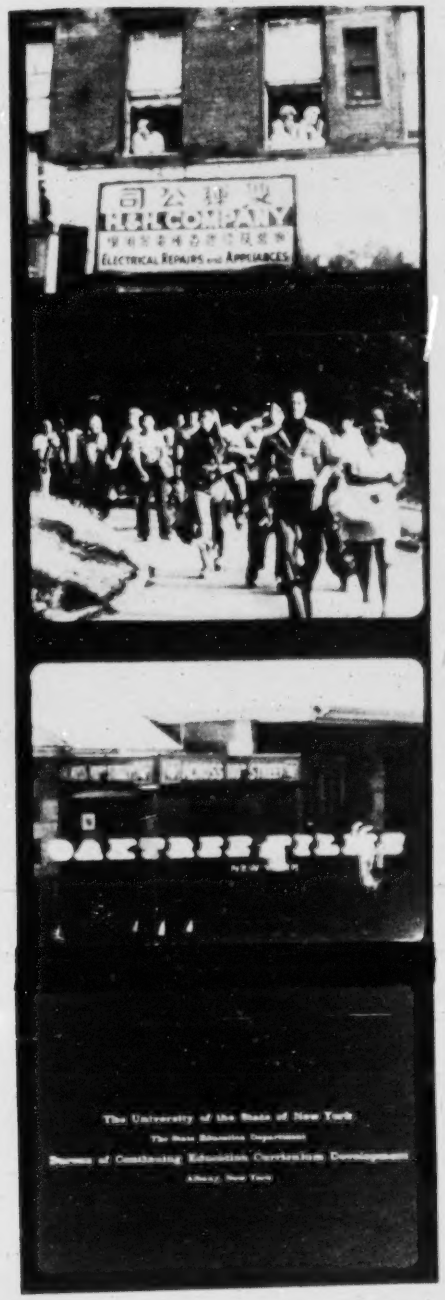
(56) ...to crowded, old-fashioned neighborhoods...

(57) ...where people of every kind are learning that the better life in cities can be had by caring about and seeing each other.

(58) *No text*

(59) *No text*



SUGGESTED QUESTIONS FOR DISCUSSION

The following questions may be used during the presentation of the filmstrip or after it has been shown in order to promote further understanding. They are directly related to the action of the filmstrip, and the numbers in parentheses following each one refer to the applicable portions of the text as presented on pages 3-14.

It is suggested that the instructor seat the class in a circular fashion or in a manner that avoids a rigid row-order arrangement of seats. This will permit more informal discussion. Avoid asking questions which require only a "yes" or "no" answer, and do not allow any particular student to engage you in a dialog. Limit judiciously your own participation. Always strive for maximum discussion among the students.

1. Are the problems of the cities and city life any greater today than they were 50 or 100 years ago? Explain. (3-10)

2. What factors contributed to the tremendous shift of population from rural areas to the cities during this century? (3-5; 20-22)

3. Who are the people of the "inner" cities? From where do they come and for what reasons? (14-16)

4. What are some of the differences between the areas these people came from and the cities in which they find themselves today? (15→)

5. In what ways are new arrivals initially discouraged by what they find in the city? (28-33)

The questions below may be used in a general discussion about city life. Other related questions and background information may be found in the teacher's manual, *People and Cities*, which this filmstrip is designed to supplement.

1. What aspects of city life are apt to be encouraging and hopeful to the people who live there?

2. How can individuals improve their prospects for a comfortable, happy life in other than solely economic ways?

3. What are the advantages of city life versus rural or suburban living?

4. How may individuals, groups, and government agencies improve the quality of life in an urban environment?

5. What are some specific projects that community groups may do in order to improve their community?

6. How can an individual help his neighbor(s) feel less isolated and more a part of a community?